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ABSTRACT

The San Diego Community College District (SDCCD) conducted a survey in spring 1993 to assess the satisfaction of continuing education students with instruction and support services at the districts Continuing Education Centers. The survey was administered in-class to a 10% sample of continuing education students. Over 3,300 surveys were distributed, and 2,576 students completed a survey. Study findings included the following: (1) 35.5% of the respondents were Caucasian, 30.8% were Latino, 15.7% were Asian, and 7.8% were African American; 59.7% were female; and 55.5% were between the ages of 21 and 40; (2) 44.7% were enrolled in a vocational program, 27.7% in the English-as-a-Second-Language Program, 9.2% in the high school diploma program, 7.6% in the Adult Basic Education program, and 10.9% were in other programs; (3) the most frequently cited reasons for enrolling were personal interest, to learn a new job skill, convenient location, to obtain a certificate, and to improve present job skills; (4) almost 80% of the students rated instruction as "excellent" or "above average," with 87% highly praising instructor skill levels and 90.1% rating the programs as meeting the needs of the community; (5) 80.9% felt that the classes had improved their quality of life; and (6) although most respondents indicated that they had never met with a continuing education counselor to discuss educational goals or course selection or their progress in the classroom, a majority of those that utilized these services found them to be useful. Extensive data tables and graphs and the survey instrument are included. (MAB)

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ED 377 929

1993 Continuing Education

Student Survey

San Diego Community College District

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Research & Planning Office
San Diego Community College District

July 1993

JC 950 067

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San Diego Community College District
Continuing Education Student Survey
Spring 1993

Executive Summary

INTRODUCTION

The San Diego Community College District (SDCCD) conducted a Continuing Education student survey during the spring 1993 semester to complete a Board of Trustees assignment, respond to a request by the Academic Senate, and as a follow up to the 1989 Master Plan student survey. These three parallel mandates for conducting the survey were generated from faculty, staff, and student interest in student satisfaction with instructional programs and services. Student satisfaction has been shown to be closely linked to such student outcome variables as retention, persistence, and program completion.

METHODOLOGY

The survey was jointly developed by a committee comprised of Continuing Education administrators, members of the Academic Senate, and staff from the District's Research and Planning Office following models used at other community colleges. The survey was then reviewed by Continuing Education faculty and staff for language and reading level appropriateness.

During the spring 1993 term, the survey was administered to a ten percent sample of Continuing Education students based on the previous spring's student enrollment. Survey packets were delivered to site deans who either administered the surveys in the randomly selected classes themselves or distributed the survey packets to faculty mailboxes. Over 3300 surveys were distributed during the month of March; 2576 students completed a survey for a response rate of 78%.

FINDINGS AND DISCUSSION

Characteristics of the Sample

The racial/ethnic composition of the survey sample was 35.5% Caucasian, 30.8% Latino, 15.7% Asian, and 7.8% African American. Survey respondents were more likely to be female (59.7%). More than half (55.5%) of the respondents were between 21 and 40. There was a smaller proportion of survey respondents in the 51 and older category (19.1%) than their representation in the general population

(26.2%). This was probably because students in the older adult program were not surveyed.

Of the students surveyed, 44.7% indicated that they were enrolled in a vocational program, 27.7% in the ESL program, 9.2% in the high school diploma program, 7.6% in the Adult Basic Education (ABE) program, and 10.9% in other programs. The most frequently cited reasons for enrolling in a center were: personal interest, to learn a new job skill, convenient location, to obtain a certificate, and to improve their present job skills.

Survey Findings

Overall, Continuing Education students are satisfied with the education and training they are receiving at an SDCCD Continuing Education center. Almost 80% rated the training and instruction as "excellent" or "above average." Eighty-seven percent highly praised the teaching skill of their teachers (excellent or above average). The vast majority (90.1%) of students rated their center and programs as good or excellent in meeting the needs of their community. Most (80.9%) felt that the classes they had taken improved the quality of their life.

When examining students' experiences with student support services, the results indicate that many of the students were not familiar with and had not used the services available to them. The recognition index ranged from 41.4% (Tutoring Center) to 67.0% (Counseling Office). The use index ranged from 22.7% (Job Placement Office) to 57.7% (Learning Center). Most of the respondents indicated that they had never met with a Continuing Education counselor to discuss educational goals or course selection (64.5%) or to discuss their progress in the classroom (79.0%).

Of the students who used the support services, a majority found them to be helpful. The Learning Center had the highest satisfaction index (95.8%), followed by the Tutoring Center (89.4%), and the counseling office (88.6%). There was a positive relationship between use and satisfaction. Groups that used services at a higher rate were also more satisfied with the services received.

Differences by Program

Students in the high school diploma program rated the education and training received, treatment from front office personnel, teaching skills of teachers, and instructional materials consistently lower than students in other programs. They were also least likely to agree that there was adequate opportunity to get help from their teacher.

Students in the ESL (75.6%) and special programs (83.2%) were the most likely to have never met with a Continuing Education counselor. Students in the high school diploma program were more likely to have met with a counselor two or more times. Counselor-student discussions focused primarily on more immediate issues (course selection and progress in the classroom) rather than long term educational planning (educational goals, taking college credit after completing their current program or assessing vocational/career interests). High school diploma students used support services at a higher rate than students in other programs and were also more satisfied with the services received.

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ACKNOWLEDGMENTS

It has been said that what we choose to assess, measure, and report is a reflection of our institutional values. The efforts involved in collecting, reporting, and acting on student perceptions and opinions about our educational services reflect the high degree of importance we place on the satisfaction of our primary customers, the students.

The 1993 Student Survey was distributed to over 7,000 students in the colleges and Continuing Education. A survey of this magnitude would not have been possible without the assistance of many people. The Research and Planning Office would like to thank the following individuals who generously gave their time and provided valuable insights in making this project a success.

Chancellor Gallego and the Board of Trustees for recognizing that measuring student satisfaction is more than a state Accountability mandate; it reflects the priorities of the entire institution.

Vice Chancellor Allen Brooks for his leadership in making the 1993 student survey a reality.

Faculty leadership in such a project is vital. We wish to thank the 1992 and 1993 Academic Senate Presidents Doug Dailard, Stephen Greene, Bernadette Kubacki, Robert Michaels, Dickson Phiri, and Freddie Richards for their assistance in reviewing and responding to drafts of the student survey, and for their support of measuring student satisfaction in the colleges and Continuing Education.

Knowing what is important to the customer is difficult without input from the customers themselves. The students were well represented in this regard by Student Trustees Karen Snyder and Diane Beck. We want to thank them for their advocacy on behalf of the students.

Support services for students were key elements of the survey. We thank Student Services Council members Larry Brown, Carolyn Buck, Laurel Corona, Bill Grimes, Lynn Ceresino Neault, Barbara Penn, Jim Smith, and Betty Jo Tucker for the many hours they spent in forming our questions and reviewing the survey.

Over 3,000 students were surveyed in Continuing Education. The community-based nature of the program and the tremendous diversity of students served makes survey development and administration all the more complex. A special thanks to Cora Benson, Laura Burgess, Bill Grimes, Jim Smith, Provost Rod Smith, Gretchen Bitterlin, Leann Howard, and the many faculty and staff who took the time to review the instrument.

Thank you also to Dean Marc Cuellar and Associate Dean Eileen Benzwi (Centre City); Dean Ortega St. John (Clairemont); Associate Dean Frances Lee (ECC); Dean Cruz Rangel (Harbor View); Dean Leo Frisk (Kearny Mesa); Dean Walter Porter (Mid-City); Dean James Womack (Midway); Dean James Hardison (Miramar); and Associate Dean Joan Henkelman (Navajo) who coordinated the dissemination and collection of the surveys from classes held throughout our community.

Student surveys were administered to approximately 4,000 students in our three colleges. We thank Kit Foster and Curt McCarty (City), Sheila Shaw (ECC), Betty Jo Tucker (Mesa), and Stephen Greene (Miramar) who coordinated the distribution and collection of the college student survey.

Last, but certainly not least, a special thank you to the college and Continuing Education faculty who graciously allotted class time so that their students could have the opportunity to express their opinions.

San Diego Community College District
Continuing Education Student Survey
Spring 1993

INTRODUCTION

The San Diego Community College District (SDCCD) conducted a Continuing Education student survey during the spring 1993 semester to complete a Board of Trustees assignment, respond to a request by the Academic Senate, and as a follow up to the 1989 Master Plan student survey. These three parallel mandates for conducting the survey were generated from faculty, staff, and student interest in student satisfaction with instructional programs and services. Student satisfaction has been shown to be closely linked to such student outcome variables as retention, persistence, and program completion (Astin, 1985; Friedlander and MacDougall, 1991).

With the generalized concern expressed by state policymakers and business leadership about the quality of adult and non-credit education both nationally and in California (California Workplace Literacy Taskforce, 1990; Sticht, 1990), combined with SDCCD governing board, chancellor, staff, provost, and faculty senate concerns about student satisfaction, it was believed that input from our "customers" (i.e., students) is essential to maintaining a quality instructional program. In addition, the SDCCD is facing increasingly keen competition from the rise of private vocational and proprietary schools in the metropolitan region. Many of these institutions attempt to attract students with the promise of rapid skill development and graduation, and subsequent job placement in a reduced time, but for increased cost. These proprietary institutions focus strongly on immediate skill development in areas such as citizenship, ESL, and vocational areas in high demand. To best compete with these institutions, the board, chancellor and faculty and staff leadership in Continuing Education felt it was essential to gather student satisfaction data to maintain program viability and responsiveness.

METHODOLOGY

The survey was jointly developed by a committee comprised of Continuing Education administrators, members of the Academic Senate, and staff from the District's Research and Planning Office following models used at other community

colleges. The survey was then reviewed by Continuing Education faculty and staff for language and reading level appropriateness. Their suggestions were incorporated into the survey (Appendix A).

During the fall 1992 term, the need to collect information for a federal mandate provided the opportunity to pre-test the survey. Based on the experiences of the pre-test, the administration of the spring 1993 survey was modified in two ways. First, certain groups of students had great difficulty in answering the questions on the survey. These groups included: beginning and intermediate ESL students, older adult program students, and special education program students. These students, along with students in fee classes were excluded from the spring 1993 survey.

Second, because the survey asked about specific services found at Continuing Education centers, "off-campus" students were not familiar with and therefore could not rate the services. The spring 1993 survey was limited to classes held at a center (For those centers that do not have classroom facilities, Research and Planning staff worked with site personnel to determine the appropriate off-campus site where a majority of classes were held).

During the spring 1993 term, the survey was administered to a ten percent sample of Continuing Education students based on the previous spring's student enrollment figures. A random sample of classes was chosen based on the number of students attending that site (where the exact enrollment of a class was unknown it was assumed to be the district minimum of 22). Survey packets containing a letter of introduction, instructions on administering the survey, surveys and scanable answer sheets, were delivered to site deans who either administered the surveys in class themselves or distributed the survey packets to faculty mailboxes. Three weeks were given to allow sufficient time for instructors to administer the survey in class and return the completed surveys to their site dean. On the following page Table 1 displays the class response rate by site.

Table 1
Class Response Rate by Site

	# Classes Surveyed	# Classes Responded	Response Rate %	% of Ttl Respondents (N=2576)	% CE General Population* (N=31,439)
Center City/Skills Center	18	18	100.0	17.5	17.4
Clairemont	10	9	90.0	7.8	9.6
ECC	18	16	88.9	13.9	7.9
Harbor View	10	10	100.0	7.5	6.4
Kearney Mesa	17	17	100.0	13.4	13.4
Mid-City	21	17	80.9	10.5	17.1
Midway/North Shores	24	22	91.7	11.7	13.8
Miramar	12	11	91.7	8.9	7.2
Navajo	11	10	90.9	8.8	7.2

*Spring 1993 first census

The final sample was composed of a higher percentage of students from ECC (13.9%) and a small percentage of students from Mid-City (10.5%) than their representation in the Continuing Education general population (7.9% and 17.1%, respectively). This is probably due to the varying rates of responses and number of classes for which enrollment was unknown. Survey answer sheets were electronically scanned into an ASCII file which was then analyzed using the Statistical Package for the Social Sciences (SPSS).

CHARACTERISTICS OF THE SAMPLE

Table 2 shows the demographic characteristics of students in the survey sample and the Continuing Education general population (spring 1993 first census). The sample survey had a smaller proportion of Caucasian students (35.5%) than the Continuing Education general student population (44.8%) and a larger proportion of students in the "other" category (9.1% compared to 4.6%). There was a smaller

proportion of survey respondents in the 51 and older category (19.1%) than their representation in the general population (26.2%). This was probably because students in the older adult program were not surveyed.

Table 2
Demographic Characteristics of the Survey Sample and the Continuing Education General Population

	Survey Sample (N=2576)	CE General Population* (N=31,439)
	%	%
Racial Ethnic Group:		
African American	7.8	9.4
Asian	15.7	12.4
Caucasian	35.5	44.8
Latino	30.8	27.9
Native American	1.2	1.0
Other	9.1	4.6
Gender:		
Female	59.7	59.3
Male	40.3	40.7
Age:		
< 21	11.0	11.3
21 - 30	30.5	29.9
31 - 40	24.9	20.3
41 - 50	14.5	12.3
51 +	19.1	26.2

* Spring 1993 First Census

Over 40% of the students in the survey sample (42.2%) came from households with annual incomes of less than $10,410 compared to 49.0% of the Continuing Education general population. Just over half of the students responding to the survey (52.6%) were considered economically disadvantaged under the Vocational and Technical Education Act (VATEA) definition compared to 56.5% of the general Continuing Education student population. Almost 72% of the survey respondents had a high school diploma or equivalent (71.7%).

When asked which program they were enrolled in, 44.7% of the students surveyed indicated that they were enrolled in a vocational program, followed by 27.7% in the ESL/Citizenship program, 9.2% in the high school diploma/GED program, 7.6% in the Adult Basic Education (ABE) program, and 3.8% in the consumer studies program. As noted earlier, special education, older adult, and personal growth (fee) classes were not surveyed during the spring 1993 survey, yet 7.1% of the students responding to the survey indicated that they were in one of these three programs.

Results of the survey will be discussed in the aggregate and by the following subgroup:

1. **Racial/ethnic group:** Asian (including Pacific Islander), African American, Caucasian, Latino, and "other" (including American Indian, Filipino, and other non-White).

2. **Gender**

3. **Age:** less than 21 ("younger"), 21-30 years, 31-40 years, 41-50 years, and 51 years or more ("older")

4. **Program:** vocational, ESL/citizenship, Adult Basic Education, high school diploma, "special" (including special education, older adult, personal growth (fee), and consumer studies)

FINDINGS AND DISCUSSION

Question #1: Overall, how do you rate the education or training you are receiving through your Continuing Education Center?

The majority of the students (79.1%) rated the education or training they were receiving through their Continuing Education center as above average or excellent (Figure 1). Twenty percent of the students rated the education or training they were receiving as average. Only one percent of the students felt the education or training they were receiving through their Continuing Education center was below average.

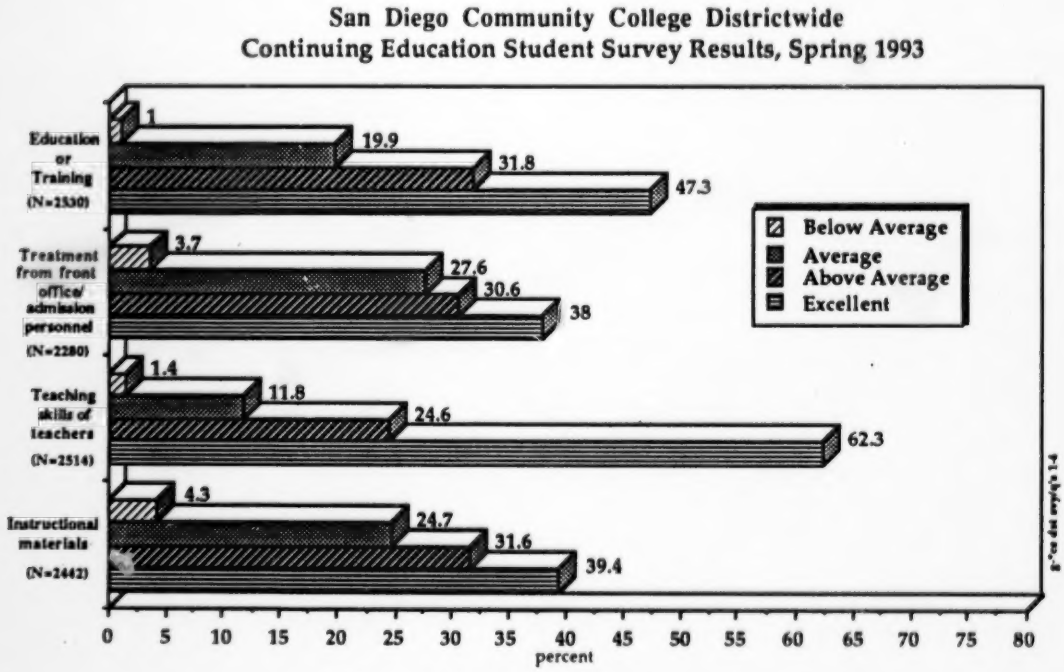

Figure 1: Student ratings of education/training, treatment by personnel, teaching skills, and instructional materials used

Students in the "special" program category rated the education and training received significantly higher (84.0% "excellent" or "above average") than students in the high school diploma program (64.3% - see Figure 2). Rating of education was positively related to age (i.e., the older the student, the higher the rating).

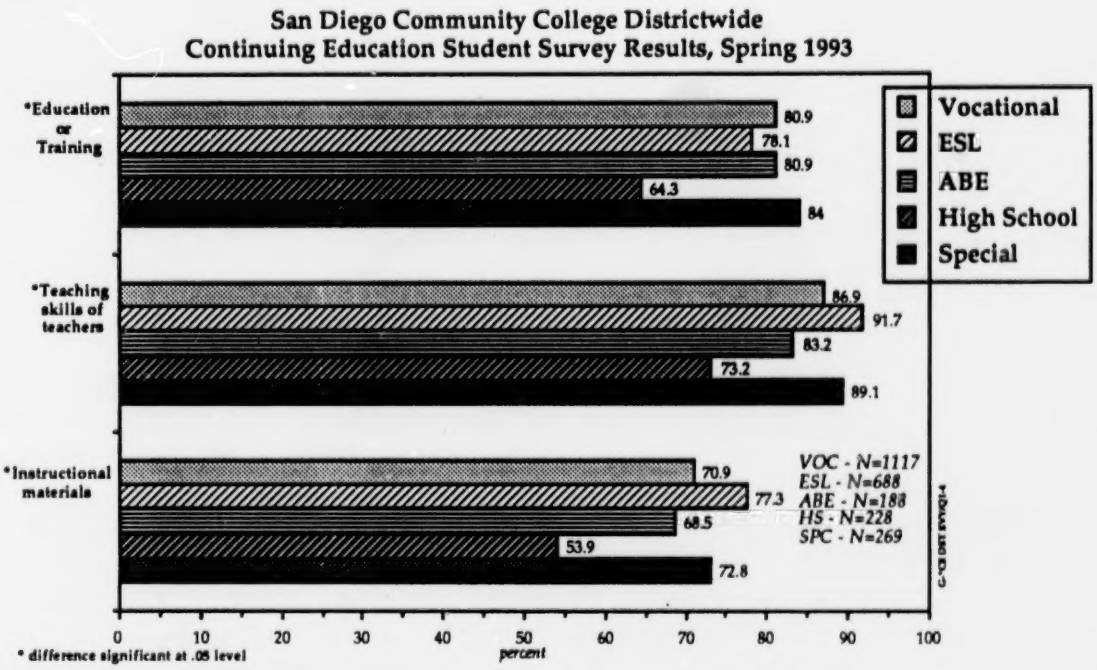

Figure 2: Percentage of respondents rating education/training, teaching skill of teachers, and instructional materials as "excellent" or "above average" by program

Question #2: How do you rate the treatment you receive from Front Office/Admissions Personnel at your school?

Over two-thirds of the respondents (68.6%) felt they received above average or excellent treatment from the front office/admissions personnel at their site (Figure 1). Another 27.6% felt the treatment they received was average. Only 3.7% felt the treatment they received from the front office/ admissions personnel was below average.

Male students were slightly more likely to rate the treatment received from front office/admissions personnel as "excellent" (42.1%) whereas female students were about evenly divided between excellent (35.6%), above average (30.5%), and average (30.3%). Latino students were more likely to rate the treatment received from front office/admissions personnel as excellent (47.2%) compared to African American students who were more likely to rate treatment as average or below average (44.1%).

Question #3: Overall, how would you rate the teaching skills of your teacher?

The majority of students (86.9%) rated the teaching skills of their teacher as above average or excellent (Figure 1). About 12% of the students (11.8%) rated their teacher's teaching skills as average. Only a small percentage (1.4%) gave a "below average" rating for this question.

Asian (68.9%) and Latino (63.5%) students were significantly more likely to rate the teaching ability of their instructors as excellent compared to African American (58.1%) students. Over 90% of ESL students (91.7%) rated the teaching skill of their teachers as excellent or above average compared to 73.2% of high school diploma program students. This difference is statistically significant (Figure 2). As with Question 1, the rating of teaching skill was positively related to age.

Question #4: How would you rate the instructional materials used in your classes (textbooks, supplemental materials, maps, audio-visual aids, etc.)?

Seventy-one percent of the students rated the instructional materials used in their classes as above average or excellent (Figure 1). Approximately one-fourth of the students (24.7%) rated the instructional materials as average, while only 4.3% rated them as below average.

As with question 3, Asian (39.1%), Latino (43.7%), and ESL (45.0%) students were more likely to rate the instructional materials used in class as excellent or above average compared to African American students (37.6%) and students in the high school diploma program (28.1% - Figure 2).

Question #5: Is there an adequate opportunity for you to get help from your teachers?

Almost three-fourths of the students (73.2%) felt there was an adequate opportunity for them to receive individual help from their teachers. Another 21.3% felt they could sometimes receive individual help. Less than six percent of the students (5.5%) did not feel there was an adequate opportunity to get individual help from their teachers.

Seventy-eight percent of the ABE and special program students agreed that there was adequate opportunity to get help from their teachers compared to 66.1% of the high school diploma program students.

Question #6: Has the size of any of your classes interfered with your learning?

The majority of students (58.9%) did not feel that the size of any of their classes had interfered with their learning. Approximately one-fourth of the students (25.6%) felt that this sometimes occurred. According to 15.5%, the class size of their classes had interfered with their learning.

ESL (23.0%) and Asian students (26.1%) were more likely to say that class size interferred with their learning. About three-fourths of the African American students (74.2%) and students in the special program category (75.6%) indicated that class size did not interfere with their learning.

Question #7: Did you take a basic skills (reading, math) assessment test when you first attended a Continuing Education site?

When students come to a Continuing Education site for the first time, they may be asked to take an assessment test such as the Stanford Diagnostic Reading (or Math) Test (SDRT/SDMT), the Test for Adult Basic Skills (TABE), or Comprehensive Adult Student Assessment System (CASAS) depending on the program that they want to enroll in and their reading level.

About an equal percentage of students took an assessment test (48.1%) as did not (51.9%). Of the students that took an assessment test, 31.9% took a basic skills assessment test, and 16.1% took the ESL test. Of the students who indicated that they did not take an assessment test, 37.1% said that they were not asked, 10.0% were able to substitute test results taken elsewhere, and 4.9% completed coursework in lieu of the test.

Question #8: Did a staff member from the Continuing Education site adequately explain the assessment test results to you?

Of the students who took an assessment test (N=1177), three-fourths (74.8%) said that their test results had been adequately explained by a counselor. Another 11.4% indicated their results were explained, but the information was not clear, while 13.8% indicated their results were not explained.

Question #9: Are vocational or career interest tests offered at your school?

About half of the survey respondents (49.2%) did not know if vocational or career interest tests were offered at their Continuing Education site. A slightly smaller percentage (40.4%) were aware that vocational or career tests were offered. The remaining 10.4% of the students did not think that vocational or career tests were

offered at their site. ESL (46.8%) and vocational (40.5%) students were more likely to say that vocational or career interest tests were offered at their site. Caucasian (62.9%), high school diploma (55.5%) and students in "special" programs (60.5%) for the most part did not know if tests were offered.

Question #10: How many times have you met with a Continuing Education counselor to discuss your educational goals or to decide what courses to take?

A high percentage of the students (64.5%) had never met with a Continuing Education counselor to discuss their educational goals or to decide what courses to take (see Figure 3). Just over 17% of the students (17.6%) had met with a Continuing Education counselor one time to discuss their educational goals or to decide what courses to take. A slightly higher percentage (17.8%) had met with a Continuing Education counselor two or more times.

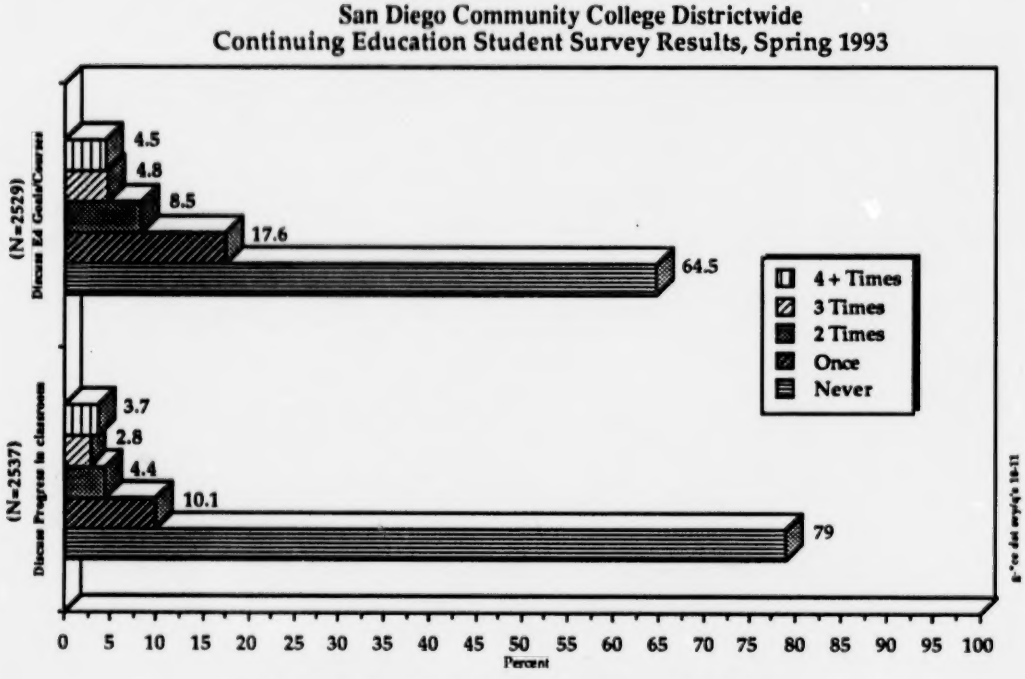

Figure 3: Number of times students met with CE counselor to discuss educational goals, courses, and classroom progress

ESL (75.6%), older (78.0%), female (69.2%), Asian (70.9%), and Caucasian (77.9%) students and students in special programs (83.2%) were more likely than other groups to say that they have never met with a Continuing Education counselor. Younger (15.7%), African American (29.4%), high school diploma

(39.9%), and male students (16.4%) were more likely to have met with a counselor two or more times.

Question #11: How many times have you met with a Continuing Education counselor to discuss your progress in the classroom?

The majority of the students surveyed (79.0%) had never met with a Continuing Education counselor to discuss their progress in the classroom (Figure 3). Ten percent of the respondents had met once with a Continuing Education counselor to discuss their progress, while 10.9% had met with a counselor two or more times.

Older students (88.1%), females (82.4%) and students in special programs (85.4%) were more likely to say that they have never met with a counselor to discuss their progress in the classroom.

Question #12: How would you rate the "helpfulness" of the counseling session(s) received? (Helpfulness in terms of clarifying your goals, reviewing educational options, and selecting appropriate courses).

The majority of the students (77.8%) who met with a Continuing Education counselor to discuss their educational goals and course options (N=653), or to discuss their progress in the classroom rated the "helpfulness" of the counseling session(s) as good or excellent. About 17.0% of the students rated the helpfulness of the session(s) as fair. Only 5.2% did not feel the session(s) were helpful.

Among the students that have met with a Continuing Education counselor, there appears to be a strong positive relationship between use and satisfaction. African American students tended to use the counseling services more than other groups and were also most satisfied.

Question #13: Has a counselor talked with you about taking college credit classes on completion of your current program?

Of the students who had met with a counselor (N=742), 68.5% indicated that their counselor had not discussed the issue of taking credit classes upon completion of their current program. Almost one-third (31.5%) stated that a counselor had talked with them about taking college credit classes upon completion of their current program.

ESL (44.3%), Asian (42.3%), and male students (38.6%) were more likely to indicate that counselors had discussed the issue of taking credit classes upon completion of their current program. Over three-fourths of the students in the high

school diploma program (78.5%) said that counselors did not talk with them about taking college credit classes on completion of their program.

Question #14: Which of the following would make counseling services better?

For this question, students were allowed to select as many choices as they believed would make counseling services better. Among those who responded, the results were as follows: counselors with special knowledge in certain fields (20.7%); more counselors (16.2%); quicker access to counselors (14.6%).

Question #15 & #16: Why do you go to the school you are now attending?

Figure 4 displays the reasons students gave for enrolling at the center they are now attending. The top five reasons were: personal interest (63.3%), to learn a new job skill (55.5%), convenient location (31.9%), to obtain a certificate (30.3%), and to improve their present job skills (27.1%). For this question, students were again allowed to select all answers which applied.

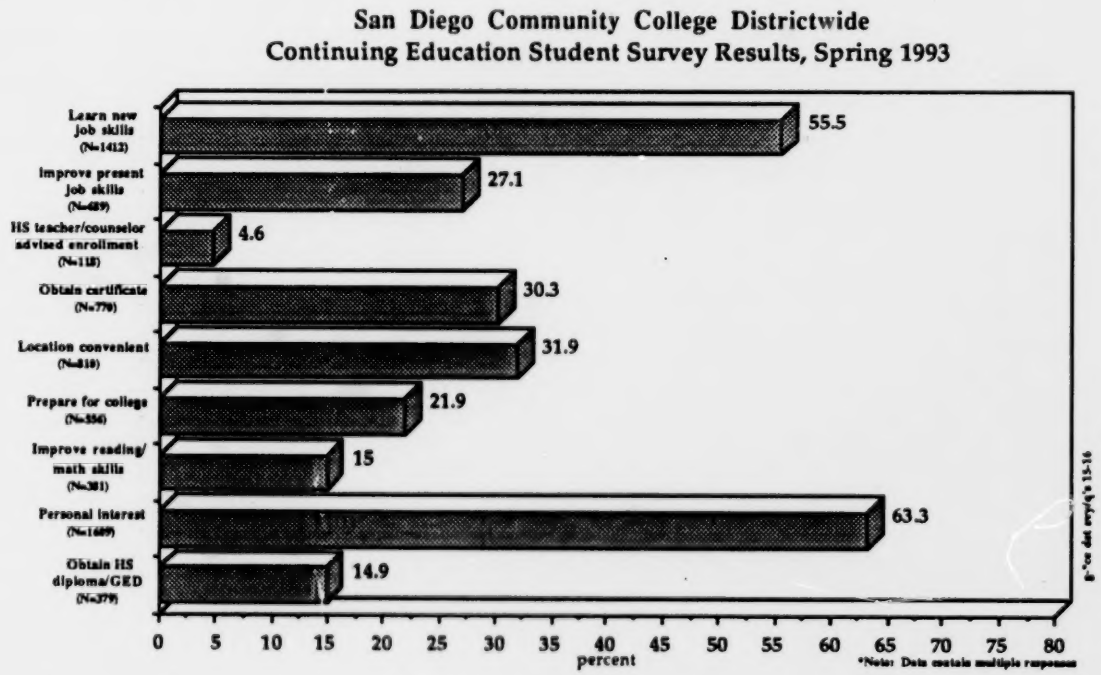

Figure 4: "Reasons for attending school"

Questions #17-21: Questions 17-21 were designed to access students' recognition, use of, and satisfaction with selected student support services. The recognition index refers to the ratio of the number of respondents who were aware of the service to the total number of respondents. The use index represents the ratio of students who used the service to the students who were aware of the service. The satisfaction index is the percentage of students who had used the service and found it helpful or very helpful. Figure 5 displays the recognition, use, and satisfaction indices for the student support services surveyed.

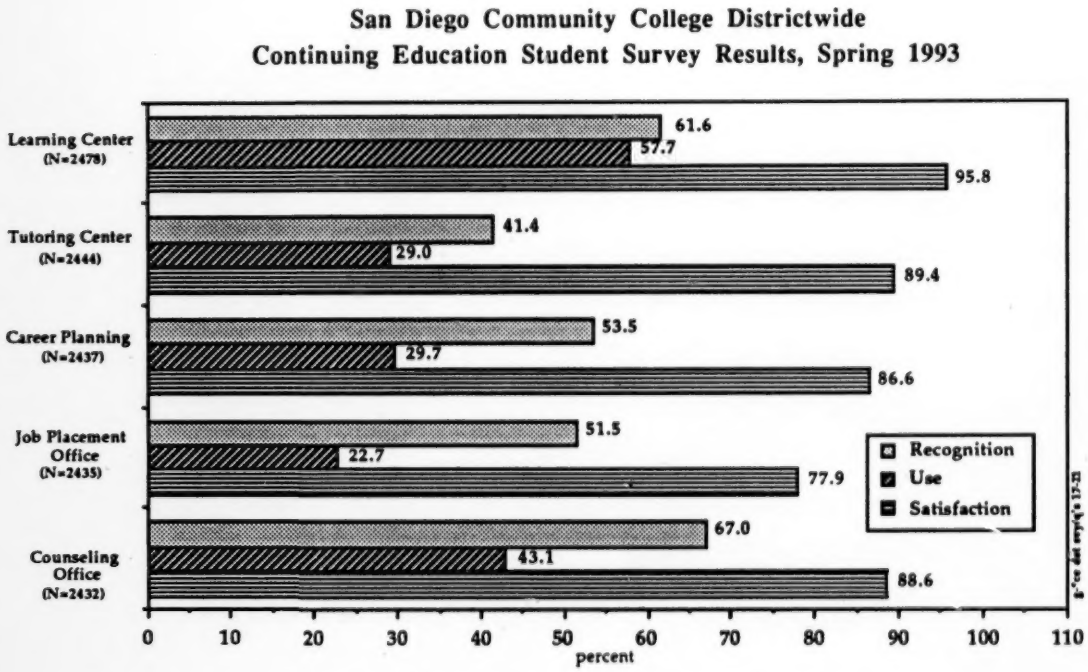

Figure 5: Students recognition, use, and satisfaction indices of selected Continuing Education student support services

The counseling office was the most recognized service (67.0%), followed by the Learning Center (61.6%), and the Career Center (53.5%). Almost 58% of the surveyed students had used the Learning Center, while 43.1% had used the counseling office. Fewer than 30% of the students had used the Career Center (29.7%), the Tutoring Center (29.0%), or the Job Placement office (22.7%). Most of the students that used the support services found them to be helpful. The Learning Center had the highest satisfaction index (95.8%), followed by the Tutoring Center (89.4%), and the counseling office (88.6%).

As with question 12, there appears to be a positive relationship between use and satisfaction when analyzing the data by subgroup. Male, younger, high school diploma students and students in the "other" racial/ethnic category tended to use support services at a higher rate and were also more satisfied than other groups (see Appendix B).

Question #22: Do you feel that student government (Associated Student Body) has an effective role in your school?

A high percentage of the students (70.5%) did not know if the student government (ASB) has an effective role in their school. Many of these students are probably unaware of the existence of a student government. Of the remaining students, 16.9% felt that ASB did have an effective role at their site, while 12.7% felt it did not.

Question #23: How many hours per week do you attend school, on the average?

Table 3 shows the number of hours per week that students attend classes. The largest proportion of students attend classes between three and six hours per week.

Table 3
Number of Hours Per Week Students Attend Classes

Number Hours	N	%
3 - 6	783	31.1
7 - 10	381	15.1
11 - 14	397	15.8
15 - 18	369	14.7
19 +	586	23.3

Question #24: At present, when do you attend classes?

The largest proportion of students surveyed attend classes in the morning (47.0%), followed by the evening (29.1%). Approximately twelve percent attended afternoon classes (12.6%), while 11.4% attended both day and evening classes.

Question #25: Do you need childcare while you attend classes, and do you have to pay for it?

The majority of the students (82.8%) did not have children (45.1%) or did not need childcare while they attended classes (37.7%). Only 9.3% of the students needed childcare and had to pay for it, while 7.9% needed childcare and did not have to pay for it.

Question #26 & Question #27: What is your preferred schedule for attending classes?

The most preferred time for attending classes was the morning (54.7%), followed by evening (32.5%) and the afternoon (12.8%). When comparing the times students actually attended classes (Question #24) with the times they preferred to attend classes (Question #26), the survey results indicate that students are able to attend classes during times which are most convenient for them.

Almost 40% of the students indicated they would like to attend classes five times a week (39.5%), while 26.9% preferred to attend classes two times a week. Twenty percent preferred attending classes four times a week. Three times a week was the least preferred option (13.7%).

Question #28: What is your employment status?

The largest category of respondents (30.7% N=763) indicated they were unemployed, but seeking work. Almost one-fourth of the students (23.7%) indicated they had full-time employment. Approximately 15.0% of the students worked part-time, while 16.7% were unemployed and not seeking employment. The "other" category (retired, self-employed, etc.) was selected by 14.0% of the students.

Question #29: How do you rate your school and programs in meeting the needs of the community?

The vast majority of the Continuing Education students (90.1%) rated their school and programs as good or excellent in terms of meeting the needs of the community (See Figure 6). Another 8.1% gave a "fair" rating and 1.8% "poor."

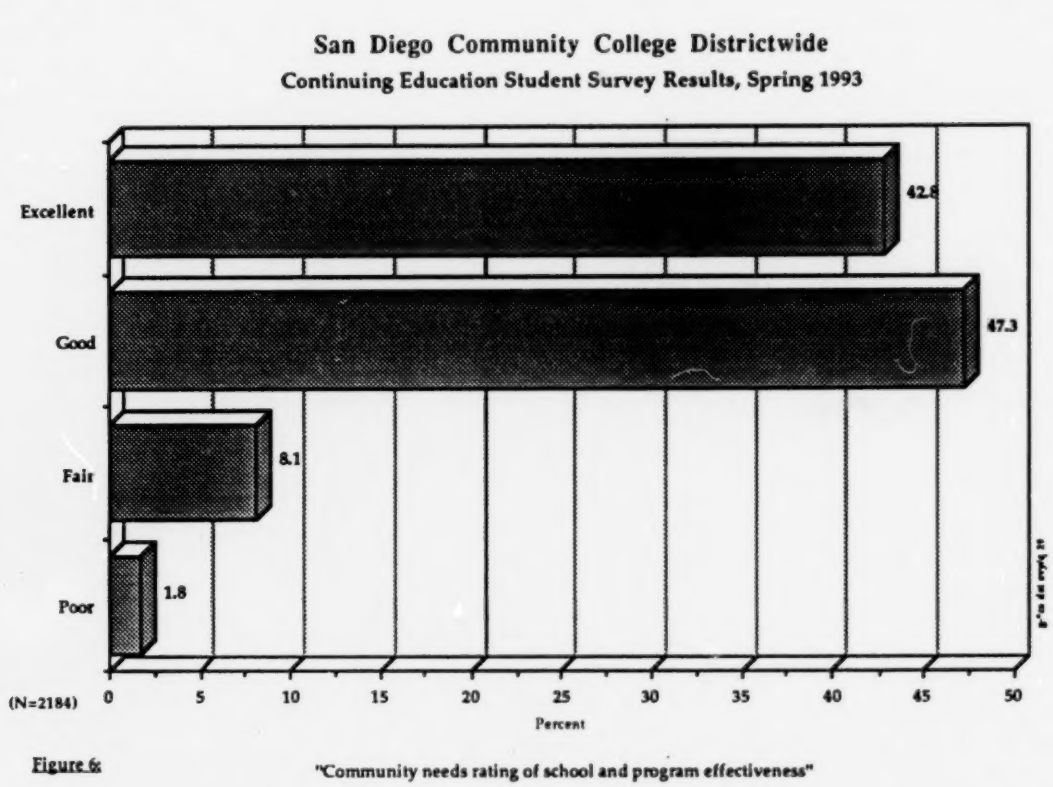

Figure 6: "Community needs rating of school and program effectiveness"

Vocational (42.0%), older students (46.7%) and students in the "other" racial/ethnic category (40.7%) were more likely to say that their center did an excellent job in meeting the needs of their community than students in other subgroups.

Question #30: Have the classes you have taken improved the quality of your life?

Most of the students (80.9%) felt the classes they had taken had improved their quality of life (Figure 7). Less than 4% said that classes had not improved the quality of their life (3.7%), while 15.4% were uncertain.

Asian (85.3%), Latino (85.4%), ESL (87.0%), and female (83.3%) students were more likely to say that the quality of their life has improved because of classes taken at a Continuing Education center. Vocational (19.2%), Caucasian (19.3%) and male (17.6%) students tended to be uncertain.

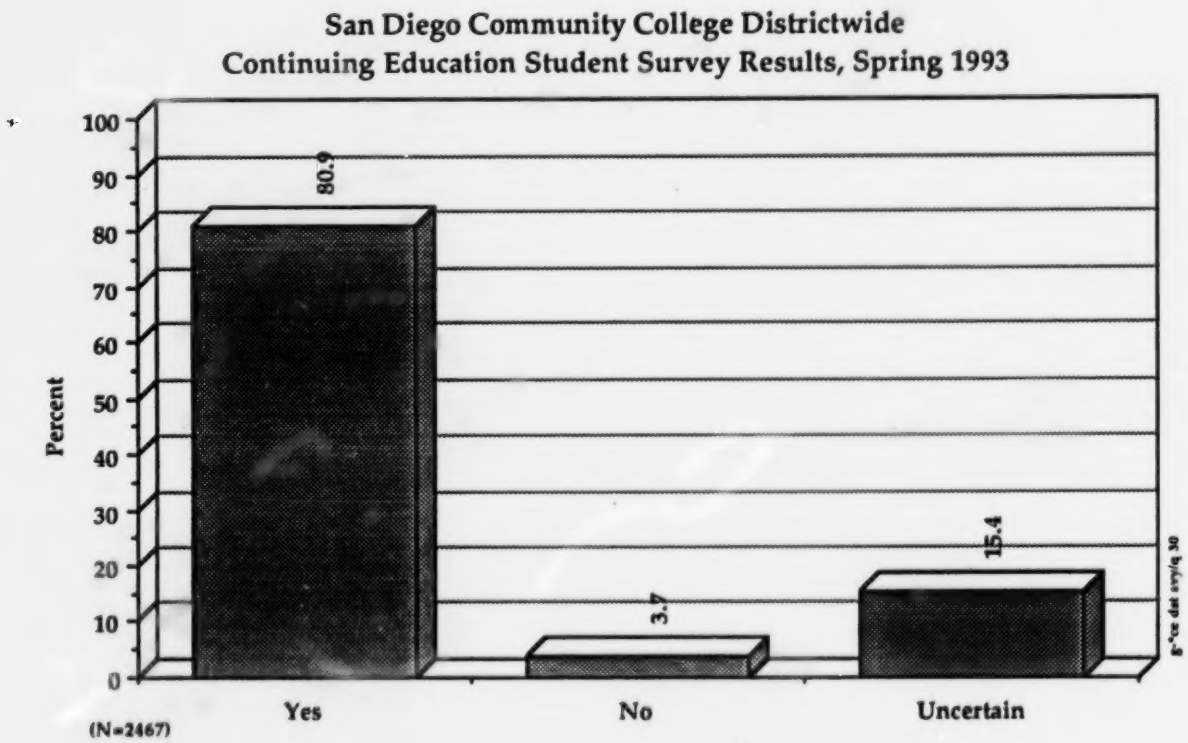

Figure 7: "Student indications of improved quality of life"

SUMMARY

The SDCCD conducted a Continuing Education student survey during the spring 1993 semester to assess student satisfaction with instructional programs and services. Over 3300 surveys were distributed during the month of March; 2576 students completed a survey.

Even with the modifications to survey logistics (see Methodology), the survey sample was fairly representative of the Continuing Education general student population, with a few exceptions. Compared to the Continuing Education general population, the survey sample was comprised of a smaller proportion of Caucasian students. Survey respondents were generally younger than the general population, and slightly less likely to be economically disadvantaged.

The most frequently cited reasons for enrolling in a Continuing Education center were: personal interest, to obtain a certificate, to improve present job skills, to learn new job skills/career retraining, and convenient location.

When examining students' experiences with student support services, the results indicate that many of the students were not familiar with and had not used the services available to them. The recognition index ranged from 41.4% (Tutoring Center) to 67.0% (Counseling Office). The use index ranged from 22.7% (Job Placement Office) to 57.7% (Learning Center). There was, however, a positive relationship between use and satisfaction. Groups that used services at a higher rate were also more satisfied with the services received.

Differences in the results by subgroup were found to be related. ESL students were most often Asian or Latino. When ESL students were significantly higher on an item, so were Asian and/or Latino students. Students in the high school diploma program were more likely to be African American, male and "younger" (less than 21 years old). Students in special programs tended to be older (51 years and older) and Caucasian.

Overall, Continuing Education students are very satisfied with the education and training they are receiving at an SDCCD Continuing Education center. Almost 80% rated the training and instruction as "excellent" or "above average." Eighty-seven percent highly praised the teaching skill of their teachers (86.9% excellent or above average). The vast majority (90.1%) of students rated their center and programs as good or excellent in meeting the needs of their community. Most (80.9%) felt that the classes they had taken improved the quality of their life.

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APPENDIX A

CONTINUING EDUCATION STUDENT SURVEY

Instructions for completing the LEFT side
of the answer sheet (side 1)

1. NAME: Do not fill in your name.

2. SEX: Please darken the circle that indicates your gender.

   M = Male F = Female

3. GRADE OR EDUC: Do you have a high school diploma or equivalent (passing the GED)?

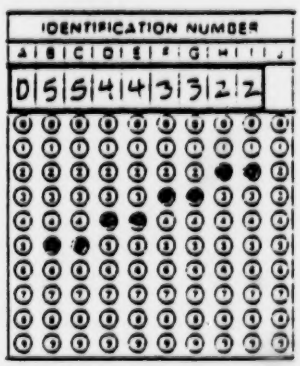
   1 = Yes 2 = No

4. BIRTH DATE: Please darken the circle that indicates the month, date and year you were born.

5. IDENTIFICATION NUMBER (Boxes A through J):

   a. Please enter your Social Security Number (SSN) in boxes A through I. Next, darken the circle that corresponds to the number you wrote in the box. If your SSN begins with a "D", write the letter in box A and do not darken the circle below it.

example:



   b. Box J: Please enter the number that corresponds to the Continuing Education Center(s) you attend.

   0 = Centre City/Skills Center
   1 = Clairemont
   2 = ECC
   3 = Harbor View
   4 = Kearny Mesa
   5 = Mid-City
   6 = Midway
   7 = Miramar
   8 = Navajo
   9 = North Shores

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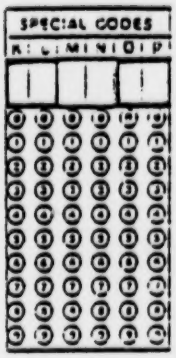
6. SPECIAL CODES (Boxes K through P)



a. Boxes K and L: Please indicate your ethnic group.

10 = American Indian/Alaskan Native
20 = Asian
30 = African American Non-Hispanic
40 = White Non-Hispanic
50 = Latino
60 = Filipino
70 = Other Non-White

b. Box M: Please indicate the program that you are enrolled in.

1 = Vocational
2 = ESL/Citizenship
3 = Adult Basic Education
4 = Special Education
5 = High School Diploma/GED
6 = Personal Growth (fee)
7 = Older Adult
8 = Consumer Studies

c. Box N: Please indicate the number of people in your household (including yourself).

1 = 1 person
2 = 2 people
3 = 3 people
4 = 4 people
5 = 5 people
6 = 6 people
7 = 7 people
8 = 8 people
9 = 9 people
0 = 10 or more

d. Boxes O and P: Please indicate which of the following comes closest to the total annual income of all members of your household.

10 = $0-$6,810
11 = $6,811-$10,410
12 = $10,411-$14,290
13 = $14,291-$17,640
14 = $17,641-$20,820
15 = $20,821-$24,350
16 = $24,351-$27,880
17 = $27,881-$31,410
18 = $31,411-$34,940
19 = $34,941-$38,470
99 = more than $38,470

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CONTINUING EDUCATION STUDENT SURVEY

Please fill in the appropriate circle to correspond with the matching question.

(A) Excellent (B) Above Average (C) Average

(D) Below Average (E) Not Applicable

1. Overall, how do you rate the education or training you are receiving through your Continuing Education Center?

2. How do you rate the treatment you receive from Front Office/Admissions Personnel at your school?

3. Overall, how do you rate the teaching skills of your teacher(s)?

4. How do you rate the instructional materials used in your classes (textbooks, supplemental materials, maps, audio-visual aids, etc.)?

5. Is there an adequate opportunity for you to get individual help from your teachers?

   (A) Yes (B) No (C) Sometimes

6. Has the size of any of your classes interfered with your learning?

   (A) Yes (B) No (C) Sometimes

7. Did you take a basic skills (reading, math) assessment test when you first attended a Continuing Education site?

   (A) Yes
   (B) No, I was able to apply other test results taken elsewhere
   (C) No, I completed English/Math course work at a continuing Education Center (or elsewhere) so I did not have to take the assessment test
   (D) I was not asked to take an assessment test
   (E) Yes, I took the ESL placement test

8. Did a staff member from the Continuing Education site adequately explain the assessment test results to you?

   (A) Yes
   (B) Explained, but information was not clear
   (C) No, it was not explained
   (D) Not applicable, did not take assessment test

9. Are vocational or career interest tests offered at your school?

   (A) Yes (B) No (C) Don't know

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10. How many times have you met with a Continuing Education counselor to discuss your educational goals or decide what courses to take? (Indicate frequency)

(A) Never (B) Once (C) 2 times
(D) 3 times (E) 4 or more times

11. How many times have you met with a Continuing Education counselor to discuss your progress in the classroom? (indicate frequency)

(A) Never (B) Once (C) 2 times
(D) 3 times (E) 4 or more times

12. How would you rate the "helpfulness" of the counseling session(s) received? (Helpfulness in terms of clarifying your goals, review educational options, and selecting appropriate courses).

(A) Excellent (B) Good (C) Fair
(D) Poor (E) Have not seen a counselor

13. Has a counselor talked with you about taking college credit classes on completion of your current program?

(A) Yes (B) No (C) Does not apply

14. Which of the following would make counseling services better? (mark one or more)

(A) Quicker access to counselor
(B) More counselors
(C) Counselors with special knowledge in certain fields
(D) Have not used services

15. Why do you go to the school you are now attending? (mark all that apply)

(A) Need to learn new job skills/career retraining
(B) Wanted to improve present job skills
(C) High school teacher/counselor advised me to enroll
(D) Obtain a certificate
(E) Location convenient

16. Question 15 continued: (mark all that apply)

(A) Prepare for college
(B) Improve reading or math skills
(C) Personal interest
(D) Obtain high school diploma/GED

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Indicate which one of the following statements listed below best describes your experiences with each continuing Education Center service. Use the following scale for questions 17 through 21.

(A) Have never heard of it
(B) Heard of it, but have not used it
(C) Have used it, and found it very helpful
(D) Have used it, and found it helpful
(E) Have used it, but it did not help me

17. Learning Center
18. Tutoring Center
19. Career Planning and Assessment Center (Career Counseling)
20. Job Placement Office
21. Counseling Office

22. Do you feel that student government (Associated Student Body) has an effective role in your school?

(A) Yes (B) No (C) Don't know

23. How many hours per week do you attend school, on the average?

(A) 3 - 6
(B) 7 -10
(C) 11-14
(D) 15-18
(E) 19+

24. At present, when do you attend classes?

(A) Mostly mornings
(B) Mostly afternoons
(C) Mostly evenings
(D) Split between day and evenings

25. Do you need childcare while you attend classes, and do you have to pay for it?

(A) Yes, I need childcare and must pay for it
(B) Yes, I need childcare, but do not have to pay for it
(C) No, I do not need childcare while I attend classes
(D) Not applicable, I do not have children

26. What is your preferred schedule for attending classes?

(A) Morning (B) Afternoon (C) Evening

27. Question 26 Continued:

(A) 2 times a week (B) 3 times a week
(C) 4 times a week (D) 5 times a week

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28. Employment status:

(A) Full-time work
(B) Part-time work
(C) Unemployed, but seeking work
(D) Unemployed, not seeking work
(E) Other _____

29. How do you rate your school and programs in meeting the needs of the community?

(A) Excellent (B) Good (C) Fair
(D) Poor (E) Don't know

30. Have the classes you have taken improved the quality of your life?

(A) Yes (B) No (C) Uncertain

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APPENDIX B

1993 Continuing Education Student Survey
Recognition, Use, and Satisfaction Composite Index

Racial/Ethnic Group:	Recognition %	Use %	Satisfaction %
African American	68.4	36.4	94.1
Asian	49.8	39.0	88.2
Caucasian	48.8	24.2	83.4
Latino	58.9	43.1	87.5
Other	62.9	45.1	92.1

Gender:	Recognition %	Use %	Satisfaction %
Female	54.7	34.3	86.5
Male	55.2	38.6	88.8

Program:	Recognition %	Use %	Satisfaction %
Vocational	58.2	34.3	87.9
ESL	46.7	40.3	85.2
ABE	60.7	34.1	89.0
High School	61.7	47.8	92.4
Special	52.4	26.6	83.4

Age:	Recognition %	Use %	Satisfaction %
< 21	56.7	43.2	91.0
21 - 30	53.1	41.2	88.3
31 - 40	54.0	35.5	88.4
41 - 50	60.0	35.1	87.7
51 +	55.5	26.5	83.1

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Prepared by Research & Planning 6/93